El proyecto PERINE: cooperación entre bases de datos educativas europeas
The PERINE project: cooperation between European education databases

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This paper is based on an invited paper to SIDOC, the First International Symposium on Educational Documentation, 15 February 2007. It was written as the basis for an oral presentation and differs from that presentation only in terms of incorporation of information previously given on slides (that graphic information, in Appendixes 1-4, is best viewed highly magnified within Acrobat Reader). The title was provided by the conference organisers: the paper itself associates PERINE more clearly with network building than with actual cooperation between databases.

Introductory statement

The paper breaks into two sections. The first section will give some history and background to the PERINE project that ran from 2001 to 2004. The second section will consider the current and future status of the network created by the project. It is important to say from the outset that this paper is authored by an individual representing a network. The author of the paper is the author of the original proposal for the PERINE project and was the coordinator of the project for the funding body, the European Commission. I hope that the paper makes a clear distinction between personal statements and statements of facts about the network’s collective intentions. Some statements will be self-evident to the audience for this paper: they are made in the belief that it is dangerous to make assumptions that the same things are self-evident to everyone.

Part 1. PERINE: history and background

The genesis and purpose of PERINE

The idea for the Pedagogical and Educational Research Information Network for Europe, PERINE, initially emerged from discussions in the Information Centres for Educational Research network of the European Educational Research Association.¹ For the rest of this paper I will refer to the Information Centres for Educational Research network as Network 12, and to the European Educational Research Association as the EERA. Papers presented to Network 12 in 1998 and 1999 by colleagues from the Deutsches Institut für Internationale Pädagogische Forschung speculated about the possible role of networks of information workers in coordinating the better management of information about resources on the internet.² The idea of internet resource catalogues was popular at the time, the notion that specialist services could identify, evaluate and describe sources of information on the internet, distinguishing between sources that were more or less useful for particular audiences. In the United States, the Gateway for Educational Materials (GEM³) was developing, in Australia the Educational Network for Australia (EDNA⁴): the Commission would soon fund the Renardus project⁵ as part of the Information Societies Technologies

¹ http://www.eera.ac.uk/web/eng/all/networks/network12/index.html
² See, for example, Bartel, Heinz “Selected and structured knowledge bases on education and educational research contra disorientation in the information floods of the INTERNET. From national efforts to global actions to create the necessary international information network”, paper presented at the European Conference on Educational Research, University of Ljubljana, 17-20 September1998, available at: http://www.leeds.ac.uk/educol/documents/000000824.htm
³ now http://www.thegateway.org/
⁴ http://www.edna.edu.au/
programme. Some voluntary experimental work was done by Network 12 members and regular participants at Network 12 sessions began to see an internet resource catalogue as the potential focus for a collaborative project.

In early 2001, the initial PERINE group presented a successful proposal to the Commission for an infrastructure cooperation network in the research infrastructures area of Framework Programme 5. This is important. In its name and functions, PERINE was about establishing a network, not about coordinating databases. As I will explain later, the partners saw the consolidation of the network as the essential first stage on which future cooperation could be built. The idea of cooperation on an internet resource database was more about getting partners to understand a common and shared purpose than it was about the creation of a new database.

The very first words of the proposal explained the project’s purpose as follows: “This project will ensure that originators and users of research-related information are aware of the national and international options available to them for dissemination of, and access to, information supporting their work. It will do this by connecting existing national agencies to each other and to a developing European network which they will undertake to grow.” I will return to this later but would say for now, with conviction and hope, that the invitation to participate in this conference is part of the development and growth that PERINE promised in 2001.

The PERINE partnership

The initial consortium included institutions with different capacities and experience. Institutions largely selected themselves because of their relationship with Network 12 of the EERA and the omission of other countries in the application was seen as unfortunate. Some unsuccessful attempts were made to invite others: we had to accept that the time is right for some and wrong for others.

The initial PERINE consortium comprised the following countries and agencies:

- for Austria, the Federal Ministry for Education, Research and Culture, a government ministry with long-standing national responsibility for contribution to European Commission networks, including EUDISED and Eurydice.
- for Denmark, the National Library of Education, the library of the Danish University of Education
- for Germany, the German Institute for International Educational Research, a foundation under German public law
- for Hungary, the National Educational Library and Museum, funded by the Hungarian Ministry of Education
- for Italy, the National Institute of Documentation for Innovative and Educative Research, an autonomous national institute supervised and financed by the Italian Ministry of Education, also with strong historical connections to European networks
- for Lithuania, the Institute of Educational Studies of Kaunas University of Technology
- for Switzerland, the Swiss Coordination Centre for Research in Education, operated jointly by the Swiss Conference of Cantonal Ministers of Education and the Confederation
- for the UK, the British Education Index, operated by a self-financing unit within Leeds University Library

5 http://www.renardus.org/
• in addition, a member of the Council of the EERA acted as the evaluator for the project, monitoring progress against objectives and providing a link between PERINE and the Association.

The partnership represented differing levels of experience and development which the network sought to exploit. The Austrian, Danish and Italian partners had all been involved in the construction and development of the European Education Thesaurus (EET), a tool which PERINE recognised would be important in the context of presentation of an internet resource database, one focus of the project. The Hungarian partner had independently developed a Hungarian language version of the EET that was not integrated with the Thesaurus. The BEI was cooperating in a UK project that involved the distributed addition of information to an internet database. The Lithuanian partner wanted to see how viable it would be to establish educational research resources comparable to those of other partners.

The approach to project objectives
Our approach was not immediately to seek to make connections between the databases maintained by the partners. While we saw that as a long-term goal we recognised that it would not be possible to establish something durable within the time-frame offered by the initial project. Instead we gave our attention to work we knew we could achieve and use that as a base for future development.

Our approach had several strands:
• to research the extent to which educational researchers used different services on the internet
• to create a project website that provided information about the project and its progress, gave access to the internet resource database but, perhaps more importantly, presented information about the services maintained by the partners, giving access to them whenever possible.
• to create the experimental multilingual internet resource database with new and existing content provided by the partners and presented through a multilingual interface, using the European Education Thesaurus to provide index terms to describe internet resources
• to use the database as a means to improve communications between the partners and educational researchers, specifically those attending the annual conferences of the EERA

The PERINE internet resource database
Each of these activities provided a focus for the partners and a way of engaging with researchers, perhaps the internet resource database most of all. In the guidelines for creating records the scope of the database was described as follows:

“The collection aims to list and describe significant information resources and services specifically relevant to the conduct, management and dissemination of educational research in Europe. In the early stages of its development the PERINE database of internet resources will focus on resources based in the countries represented by project partners. Full geographical coverage of the education field would be achieved in the longer run through association and co-operation with other national and international information providers. The primary audience comprises researchers, teachers and students in the field of education in the higher and further education sectors of the countries represented by the project partners. The audience also includes: administrators, policy makers, teachers and students in all disciplines with a particular interest in the processes and outcomes of educational research and the wider international audience of European and non-European researchers and
other professionals with an interest in the processes and outcomes of educational research."

Appendix 1 presents images showing aspects of the system we used to create and manage the input of records by partners over the internet. The input system and database were written specifically for the project.

The creation of the database made the partners work collectively on a number of issues:

- it forced us to look at appropriate metadata standards: PERINE fields were compatible with the Dublin Core metadata standard
- it forced us to consider optimal means of information transfer, even if we were only able to experiment with them in a very limited way during the project. We developed an xml schema for data transfer, for example, that could be easily revised. The xml schema was devised to enable partners to submit information to the PERINE database if the partners had already created appropriate information for a local database. It also enabled partners to be supplied with data from the PERINE database so that they could incorporate PERINE records in a local database.
- it forced us to develop practical means of information transfer through input forms delivered over the internet (which were still fallible, often because of the local technical configurations of the partners' organisations, even though we adopted platform independent software solutions)
- it forced us to accommodate the EET data in a relational database structure (we hoped that work on the EET might also benefit other people)
- it forced us to associate the free-standing Hungarian version of the EET with the EET itself
- it forced us to address how a non-EET language might begin to be connected with the EET (by using Lithuanian as an example)
- it allowed us to communicate with EERA networks about their particular interests: in the third year of the project PERINE partners identified and created database records for resources that addressed topics suggested by several network convenors.

Visitors to the database could choose one of thirteen languages from the EET with which to search. If the language was supported by an existing PERINE partner, instructions for use of the database were provided in that language, otherwise instructions appeared in English. Various options were presented for searching, including EET terms, EET microthesaurus terms and research themes. Choosing a term revealed a list of the titles of resources indexed with that term. Choosing the title of a resource revealed the full record for that resource, including a description in the chosen language, or in English, and a link to the resource. Choosing the link revealed the resource. Links to resources were checked daily and broken links were reported to the partners. The system was sensitive to the language chosen for searching. Choosing Spanish as the search language led to EET terms and research themes in Spanish.

Appendix 2 presents images showing aspects of the system used to deliver information through the internet database.

The database, together with other significant outputs of the project, is still accessible from the PERINE website although it is no longer consistently maintained. By the end

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6 http://www.perine.org or http://www.dipf.de/perine

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of the project the database contained a representative sample of records from all partners. At a deep level, the purpose of the internet resource database was to draw attention to resources that would otherwise remain invisible because of their language.

But a resource like the experimental database created by PERINE needs to achieve "critical mass" to be really useful. That is, it needs to have sufficient content or quality to make it impossible to ignore by the people for whom it is intended. We knew that this was not achievable in the project time we had with PERINE but saw the first stage as determining whether researchers saw potential in such a database, hoping to use that evidence to strengthen the next bid to the Commission for development and expansion of PERINE and the resources created by the partners.

The conclusion to the second PERINE survey of educational researchers' use of information services on the World Wide Web noted: "Compared to the situation prevailing when the PERINE project was starting in 2001 there is also some support in these data for the proposition that European educational researchers are becoming more connected to information and activity beyond their national systems and that improved access to that information and activity would be valued…Even without specific new resources, closer co-operation among information services across Europe will improve the breadth of knowledge and access available to the specialised information services that support research in each country." Of course, we could equally well say that cooperation between information services across the globe would provide even bigger benefits. The quote continues: "The suggestion that researchers might have become less confident (or perhaps more demanding) in their expectations of the internet would be one reason for asserting that the expertise and effort of information specialists – such as librarians and documentalists - will become more important in helping to make the diverse and multilingual collections of the internet more reliably accessible. PERINE clearly has a role to play in supporting this emerging European educational research space and the nascent multilingual database has been seen by those who have already tried it as potentially useful."

Even in its imperfect state, the database gave us the advantages that we sought. It gave us direct access to the views of researchers at the annual conferences of the EERA. We were able to present the database as one beneficial result of better and more direct relationships between researchers and the information services that represented the work of the researchers. I am not sure how usual or unusual it is for information services to have direct lines of communication open with the people who create the information that populates the services, and for whom the services are primarily intended. But all of the PERINE partners had good relations with their national research associations, where those existed. One purpose of the PERINE database was to suggest to the information producers and users that they had a very direct relationship with the providers of their information. It's a question worth asking: is there something particular about the domain of educational information that could exploit the relationships between the information services and the researchers in ways that are not so available in other disciplines? Do we, as providers of services in education, have an advantage because of those possible or actual relationships?

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A lot more could be said about our experiences of the project and about the outputs but I want to move on to the more recent past and consider the network since the official end of the original project in 2004.

**Part 2. PERINE: the present and the future**

**PERINE after the end of project funding**

While it has not yet proved possible to secure continued financial support for the development and maintenance of the PERINE database, the primary reason for the PERINE project survives, that is the continued communication between the partners and the will to cooperate.

At the 2006 ECER we arranged a symposium in Network 12 to consider the status of PERINE. The symposium sought contributions from the PERINE partners about the status of their individual services and about more general developments with educational research information provision within their respective countries. At that event Network 12 was delighted to welcome for the first time colleagues from REDINED and from the Institut National de Recherche Pédagogique (INRP). It was clear from the discussions that there is still a place for PERINE.

Partly as a result of discussions at ECER, we made a decision to focus less on the things we are currently unable to maintain, and more on the things we can do with limited or minimal effort. We decided to contribute an article to the European Educational Research Journal, summarising the status of the national information services. More importantly, I think, we decided to transform the PERINE website to make it reflect the network, rather than the completed project. We all know how sad it is to meet the slowly decaying website of a project completed long ago. There must be thousands of sites which one finds by chance in response to a search of Google. The site looks like the perfect thing until you notice the statement giving the date of last updating and discover it is a site for a project that ceased three years’ ago. I do not think that is what should happen to PERINE.

**Appendix 3** presents images of the PERINE project’s website as it is currently presented.

Stripping the idea of PERINE back to its most basic form it is about alerting people to the existence, nature and availability of information services that might assist them in their professional practices, so let’s do that until we find the means of pursuing our larger ambitions for a European Education Index and other coordinated services.

We are sadly aware that our individual services are not used as much or as well as we feel they should be. Perhaps our estimations about the value of our services are too high. But even if that is true, it should be possible for our potential audiences to be the judges of the value and they cannot do that if they are unaware of the existence of the services. If we see our primary purpose as being about developing and maintaining high quality information services, it is equally an obligation to ensure that people are aware of the existence and optimal use of those services. At its heart, that is what PERINE was, and is, about. Not about the creation of a multilingual internet resource database, although I still believe that’s a good idea, but about using partnerships to alert people to the existence, nature and availability of information that intermediaries identify as being of possible relevance.
Development of PERINE: an internet bureau for educational research information services?

So what is PERINE now? A database? A network? A possibility? I feel most comfortable with the network, something open to new partners who provide reference services in education. But a network with an easily accessible and informative “bureau”, an address from which people can identify and find out about educational research information services, including, for example:

- information about members of the network
- descriptions of services offered by members of the network
- access to further information about the services, and to the services themselves where possible
- information about events and new initiatives in the network’s field of interest.

That “bureau” might be basic at first, and might remain basic for a long time, but it is easy to see how, with necessary, and I think small, financial support, the bureau could be a website which offered members the ability to maintain their own areas of the overall site, updating their information directly whenever necessary. In the short term, organisations that maintain educational research information services could submit details for inclusion on the site according to a defined template. Among the benefits to the member is wider awareness of their work. Among the benefits to the researcher is a site that reveals a world of information. It then becomes their decision about whether they want to engage further with the services.

What we are currently doing with the PERINE website is attempting to see what such a “bureau” might look like. There is still no funding for this effort so it remains minimal, and definitely old-fashioned, in its reliance on flat html pages, for example, rather than being sensibly database-driven. But I think this position allows us to maintain the idea of a network, to introduce information about new and emerging services, and to have something to point to whenever we have an opportunity to seek funding to pursue our longer-term objectives of more sensible and closer association between information services. The ways in which those services can be individually financially supported will always be problematic. PERINE partners are well aware of the problems of funding of their own services. But if the individual services are relatively stable, then it should be very difficult to ignore the desirability of their connection with comparable and complementary services. I wonder if we could make a case for small sums of money within our own institutions to support such a resource?

Appendix 4 presents images of how we might transform the PERINE website to reflect this new focus.

Institutionalisation, growth and support of networks and some lessons from PERINE

I said earlier that it is dangerous to make assumptions about what is apparently self-evident: now I will make some observations that will be self-evident to some but it might be dangerous to ignore them in determining what our shared future might be.

PERINE arose, in part, through the commitment of a group of individuals. Those individuals are older now than they were at the start of the project, and therefore closer to the ends of their working lives. If networks are to endure, they cannot be dependent on committed individuals. Perhaps one purpose of those committed individuals is to establish the principles of the network, and the fortunate contemporary conjunction of their interest can be exploited, but the importance of the network needs to be understood and supported at an institutional level in order to survive. Whatever work is necessary for institutions to do, it needs to be clearly
associated with the institution’s purposes, it needs to be easily assimilated within the institution, and it needs to be easy, and cheap, to do.

We have failed in two subsequent proposals to the Commission, good proposals that expanded the network to thirteen countries, that developed the idea of the internet resource database, improving its material and linguistic coverage, that posited the basis of a European education index to bibliographic resources and repositories of information, that created new services providing detailed information about educational research journals across Europe, and that proposed the use of new Web technologies to accumulate and manage information. Were we lucky first time? Were attitudes different when PERINE was first proposed? The trend appears to be towards much larger-scale projects now, at least within the infrastructures area where PERINE was born, and projects addressing educational research seem rare.

PERINE was not really about innovative technological development, rather about the use of appropriate technology in an effort to connect the different elements of the network: information producers (researchers), information providers and information users (researchers). We saw the internet resource database as a demonstrator or “proof of concept” rather than a finished product, something to be developed, recognising that securing funds for continuing content building would be difficult. Ironically, subsequent PERINE proposals to the Commission involved practical and technical development, seeing a wider network encompassing all of the existing EET languages and taking account of the semantic web and education ontologies. Here I would identify another problem with this kind of willing cooperative activity. For PERINE there was an imaginable, and imagined, developmental path, with steady incorporation of new organisations and services, the better coordination of their content and coverage to reduce duplication of effort (how many times are records created for the same periodical article?), the better utilisation of technology for record creation, maintenance and delivery.

But bidding for funding inevitably introduces blocks to such developmental thinking. Although patterns of development can be identified in proposals, the development is compromised by the need to evaluate such proposals as units in isolation from one another. No doubt larger consortia can manage their relations with the Commission in order to make such points but the distributed nature of PERINE, and the organisational structures within which the services operate, perhaps even the very nature of our activity, make such nurturing relationships more difficult. So, while we saw PERINE as a progressive process, building on fairly well-defined stages, we are in some ways stuck because of the funding streams available to such initiatives. I make the point again about the need to take opportunities offered by fortunate conjunctions of willing organisations and individuals. Perhaps this conference is one such opportunity, with an audience of willing organisations and individuals. Perhaps, also, we need to consider alternative sources of financial support for services which we, or our parent institutions, recognise as worthwhile. Contributions of small sums of money from many organisations that saw benefits in cooperation might, for example, provide the support necessary to make a difference.

**Concluding statement**

I began this presentation with the opening words of the proposal that led to the creation of the PERINE. I want to include in my conclusion the last words from the final report to the Commission:

“In summation, by the end of the project it was very noticeable how integrated PERINE had become in the thinking of delegates at the European Conference on Educational Research.

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• In September 2002, partners made a presentation about PERINE to members of EERA Council and to network convenors
• In September 2003, partners presented the database for the first time publicly to members of EERA Council, to network convenors, and to members of several networks: researchers connected with EERA welcomed the initiative and suggested research themes to foreground in the database
• In September 2004, PERINE was heard routinely mentioned in convenors’ and Council meetings and at the Association’s Annual General Assembly, in most contexts in terms of it being a source of infrastructural support for the Association and its affiliates: the word “PERINE” suffused the conference. Also, people from nations not represented in the initial partnership were expressing a desire to be involved in future network activity.8

Sadly, we were unable to build on that progressive interest in PERINE within EERA. But it is interesting to me that more than two years after those words were written the interest in cooperation continues to increase among information service providers in PERINE’s field of interest. Perhaps this is a good time to review the ambitions and problems we had, the resolutions we have made and the potential we offer. It will be good to be able to say to new partners “welcome to PERINE”.

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8 Final report from PERINE to the European Commission, December 2004
The PERINE project – cooperation between European education databases
Appendix 1. The PERINE internet resource database input system

Figure 1.1 Database records were created using forms dynamically delivered over the internet through login to a system maintained at the University of Leeds.

Figure 1.2 Through their personal logins partners could view, create and edit records for which they were responsible. The examples used here are of records created by the Italian partner, INDIRE.
Figure 1.3 An example of a completed record.

Figure 1.4 The input system allowed partners to search and select subject terms from their own language version of the European Education Thesaurus. Again, the example here uses the Italian language. Entering docente as a search term reveals all EET terms containing that word.
Figure 1.5 Selecting *professione docente* from the initial list reveals the full EET display for that term. Choosing terms from the Thesaurus display added them automatically to database records.

Figure 1.6 Partners could also use terms from personal lists that they created, for example lists of terms for concepts not covered in the EET.
Appendix 2. The PERINE internet resource database search interface

Figure 2.1 Visitors to the database could choose one of thirteen languages with which to search. These included the eleven original languages covered by the EET, the newly incorporated Hungarian version of the EET, and Lithuanian.

Figure 2.2 Instructions for use of the database were given in the chosen language if the language was supported by a PERINE partner (here Italian).
Searching the PERINE internet resource catalogue

The Spanish language is included in the European Education Thesaurus (EET) but there is not currently a PERINE project partner to provide records in that language.

Within the catalogue

- EET index terms appear in Spanish
- Help pages appear in English
- Research themes appear in English
- Resource descriptions appear in English

Please note that this catalogue is not intended to have comprehensive content in any area of education

- use EET general categories
- use EET terms
- use a list of research themes

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**Figure 2.3** Instructions for use of the database were given in English if the chosen language was not supported by a PERINE partner (this example assumes Spanish was chosen from the initial search screen).

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**Figure 2.4** It was possible to search the database using research themes that were suggested by EERA researchers (this example assumes Italian was chosen from the initial search screen).

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**Figure 2.5** Choosing one of the research themes revealed a list of titles and the first words of the description of the resource (this example assumes “professione docente” was chosen).

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Appendix 2 – The PERINE internet resource database search interface
Figure 2.6 Choosing a title revealed the full reference, including a link to the resource.

Figure 2.7 After experimenting with references for websites, PERINE partners and researchers felt documents were particularly useful.
These examples assume that Spanish was chosen as the search language from the initial search screen and that “profesión docente” is chosen as a search theme.

### Research themes

Choose one of the terms below to show a list of titles of resources on the themes:

- competencias
- cultura europea
- educación permanente
- administración educación
- e-learning
- profesión docente

### List of records

Choose the title of a resource to see the full record. Clicking on the URL within a record opens the resource:

<table>
<thead>
<tr>
<th>ID</th>
<th>Title</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>1435</td>
<td>La Profesión docente en Europa; condiciones di servizio a salari – Rapporto III [Questioni chiave dell’istruzione vol. III] – The teaching profession in Europe: offer and demand – Report II (Key questions in education vol. III)</td>
<td>Report published by the Eurydice European Unit (2002), entirely dedicated to the in-service conditions of teachers in 30 European countries (the 15 member states, the 3 of the European Economic Area and the 12 candidate countries). Various aspects are investigated, from the teacher professional status, to work safety conditions, from the work timetable to the importance of group work, to the work flexibility accorded to teachers. The report also illustrates the criteria used to calculate minimum wages, based on the basis of the seniority and economic benefit. Finally, the report describes the various types of in-service training and of institutional measures to support teachers in their work.</td>
</tr>
</tbody>
</table>

Figure 2.8 The system takes account of the language chosen to search the database when presenting research themes, terms from the EET and descriptions of resources

<table>
<thead>
<tr>
<th>Id</th>
<th>URL</th>
</tr>
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<tbody>
<tr>
<td>1435</td>
<td><a href="http://www.eurydice.org/resources/eurydice/pdf">http://www.eurydice.org/resources/eurydice/pdf</a></td>
</tr>
</tbody>
</table>

Figure 2.9 Because the language chosen to search the database was Spanish, resource descriptions appear in English; EET terms appear in Spanish.
Appendix 3. The PERINE project’s website at the close of the project

Figure 3.1 The PERINE website was created explicitly for the fixed-term project.

Figure 3.2 The site’s necessary focus on the project “hides” some of the persistently useful information about the network and partners’ information services.
Appendix 4. The PERINE website as it might look as the focus of an expanding network

PERINE is an informal network of organisations that provide information about educational research. Individual partners tend to address their national audiences through the services they provide. Through PERINE partners seek to support the wider visibility and use of information throughout Europe.

The network results from a project supported between 2001 and 2004 by the European Commission. In its proposal to the Commission the network set its objectives as follows: "This project will ensure that originators and users of research-related information are aware of the national and international options available to them for dissemination of, and access to, information supporting their work. It will do this by connecting existing national agencies to each other and to a developing European network which they will undertake to grow."

Since the cessation of funding in 2004 the original project partners have met their commitment to grow the network and to establish a firm link with Network 12 of the European Educational Research Association. These pages provide information about the networks' activities, providing access to partners' individual services, publications and presentations.

PERINE and Network 12 are voluntary networks and neither has independent organisational status.

PERINE was supported between 2001 and 2004 by the European Commission under its Access to Research Infrastructures activity within the Improving Human Research Potential & the Skills-orientated Knowledge Base programme of Framework 5.

Figure 4.1 A "new" PERINE site could provide a focus for PERINE and for EERA Network 12

PERINE partners are organisations that create and maintain significant collections of information to support educational research. Partners show an interest in co-operative work when opportunities appear and a commitment to support EERA Network 12 whenever possible. PERINE is a voluntary, consortium. There is no charge for membership and no formal constitution. Organisations which feel they meet the overall PERINE criteria are welcome to contact individual partners or the managers of the website.

The links below provide information about individual partners and the services they maintain, in most cases giving direct access to further information about those services.

PERINE was supported between 2001 and 2004 by the European Commission under its Access to Research Infrastructures activity within the Improving Human Research Potential & the Skills-orientated Knowledge Base programme of Framework 5.

Figure 4.2 The site could provide a focus for information about individual countries

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Appendix 4 – A possible model for a persistent PERINE website

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The site could provide a focus for information about organisations and their services

The British Education Index office is a self-financing unit within the Library of the University of Leeds. The office is responsible for the production and maintenance of a range of information services supporting educational research, policy and practice. The main source of financial support for the office comes from subscription and royalty revenue from the British Education Index (BEI) itself.

Among online information services provided by the BEI office are:
- the British Education Internet Resource Catalogue, a freely accessible database of information about professionally evaluated and described internet sites;
- the Education Conference Listings service, a freely accessible calendar for, primarily UK, education and training related conferences as notified by their organisers, and giving information about conference locations, content and subject details;
- the Education Conference Programmes service, freely searchable programmes and event archives for the educational research related conferences of organisations which sponsor the service on behalf of their delegates and organisation members.
- Educationalizer, a freely accessible database of the full text of conference papers, working papers and electronic literature which supports educational research, policy and practice;
- British Education Index, a subscription based information service providing a subject index to 300 education periodicals published in the UK, together with coverage of some report and conference literature.

Figure 4.3.1 The information currently on the PERINE site about project partners could be represented: the United Kingdom
Figure 4.3.2: The information currently on the PERINE site about project partners could be represented: Italy